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ABSTRACT

This study offers a framework for identifying areas of agreement and disagreement across eight recent teacher education reform documents. Researchers analyzed each document in relation to the reform principles proposed by the National Commission on Teaching and America's Future (NCTAF). They developed a rubric to assess whether the documents expressed agreement or disagreement with the NCTAF principles and, if so, to determine the extent of the agreement/disagreement. The analysis indicated that, based on means and standard deviations, two principles elicited the strongest agreement: that teacher education programs should (1) include strong disciplinary preparation that incorporates an understanding of a discipline's core concepts, structure, and tools of inquiry as a foundation for subject matter pedagogy and (2) seek to develop multicultural competence in their students. The principle that teacher education programs should add an additional year or two of graduate-level preparation beyond the traditional 4-year undergraduate degree evoked the least amount of support. The paper considers these three variables for further discussion, and it examines one principle that had mid-range level of agreement (performance assessment). Finally, the paper offers suggestions for how future inquiry into teacher education reform can benefit from recognizing areas of agreement and disagreement across a common set of principles. Two appendixes present a rubric for assessing degree of consistency/inconsistency with NCTAF principles and recommendations for reform proposals. (Contains 16 references.) (SM)

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A Framework for Identifying Consensus: Agreement and Disagreement among Teacher Education Reform Documents

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This study offers a framework for identifying areas of agreement and disagreement across recent teacher education reform documents. Each document was analyzed in relation to the reform principles proposed by the National Commission on Teaching and America's Future (NCTAF, 1996; NCTAF, 1997). A rubric was developed to assess whether the documents expressed agreement or disagreement with the NCTAF principles and, if so, to determine the extent of the agreement / disagreement. The analysis indicates that, based on means and standard deviations, two principles elicited the strongest agreement: that teacher education programs should (1) include strong disciplinary preparation that incorporates an understanding of a discipline's core concepts, structure, and tools of inquiry as a foundation for subject matter pedagogy and (2) seek to develop multicultural competence in their students. In addition, the principle that teacher education programs should add an additional year or two of graduate level preparation beyond the traditional four year undergraduate degree evoked the least amount of support. These three variables are considered for further discussion. Given the current policy environment around the issue of teacher testing, we also consider one principle that had mid-range level of agreement: performance assessment. Finally, suggestions are offered for how future inquiry into teacher education reform can benefit from recognizing areas of agreement and disagreement across a common set of principles.

Background

Since the publication of A Nation at Risk, in 1983, dialogue on school improvement has become increasingly focused on the improvement of teacher preparation. The publication of A Call for Change in Teacher Education (NCETE, 1985), the Holmes Group's Tomorrow's Teachers (1986), and the Carnegie Forum's A Nation Prepared: Teachers for the 21st Century (1986), signaled a new direction for the literature on school reform. In the past decade, many proposals have drifted in and out of the teacher education debate. No longer solely concerned with the lack of curriculum standards and academic rigor in American schools, these proposals highlight teachers, their training, and work contexts as sites for needed improvement. The wide array of proposals for

reforming teacher education, however, coupled with the lack of coordination among them, has made cumbersome the determination of consensus and disagreement. These proposals vary "both in terms of their assessment of the current quality of teacher education programs as well as in terms of how they should be changed" (Howey & Zimpher, 1989, p.1).

The lack of coordination among reform proposals can be accounted for partially by the variety of purposes which they serve and the contexts in which they are written. All proposals have their own unique "institutional and political roots" (Tom, 1997, p.3). Goodlad's (1990) recommendations for teacher education reform, for instance, draw heavily on empirical data. However, the nineteen postulates derive more from his own judgment of the proper role of schools and teachers, than from the empirical base: "Teaching cannot lay claim to professional status and recognition solely on the basis of scientific knowledge, or it is doomed to failure" (Goodlad, 1990, p.xiv). Similarly, national organizations such as Project 30 and the Renaissance Group have brought together faculty and administrators from university arts and sciences as well as education departments to advocate for their own conception of quality teacher education. These groups have published both reform recommendations and descriptions of programs of their participating institutions (Project 30 Alliance, 1991; Renaissance Group, 1996). The Holmes Group began as a commission of deans from major research-oriented schools of education while the Carnegie Forum was composed of a task force of education, business and government leaders. Both the Holmes Group and the Carnegie Forum helped to set the terms for much of the initial debate on teacher education reform, pressing for the abolition of the undergraduate education major, the implementation of rigorous academic and performance-based standards for students and teachers, and the creation of a graduated career ladder which would enable teachers to acquire increased levels of status and professionalism.

More recently, the National Commission on Teaching and America's Future (1996), which is composed of business, education, and political leaders, has come to occupy the focal point for discourse about teacher education. The first of NCTAF's two major publications, "What

Matters Most: Teaching for America's Future" (1996), has detailed necessary steps in preparing teachers who are knowledgeable, skillful and committed, and argues for the policies and practices necessary to support quality teachers. NCTAF proposes five recommendations to accomplish these goals: (1) get serious about standards, for both students and teachers; (2) reinvent teacher preparation and professional development; (3) fix teacher recruitment and put qualified teachers in every classroom; (4) encourage and reward teacher knowledge and skill; and (5) create schools that are organized for student and teacher success. Though many NCTAF recommendations echo reform documents which precede it, the degree to which it effectively synthesizes many types of proposals, the depth of the documentation it offers, its clarity of language, and the prestige of the commission itself, have positioned NCTAF, at least for the moment, at the forefront of the current discussion about improving teacher education. The second NCTAF report, "Doing What Matters Most: Investing in Quality Teaching" (1997), details national progress towards the goals outlined in the first report and re-frames some of its previous recommendations in light of policy changes and data on both the conditions of teachers and the characteristics of effective teacher education programs.

These NCTAF reports provide a useful framework for analyzing the degree of consensus among many teacher education proposals around a common set of principles. Given the proliferation of current reform proposals and the fact that each proposal carries its own unique set of assumptions and objectives for how teacher education might be improved, the body of teacher education reform literature as a whole appears fragmented - and the individual proposals, idiosyncratic. Principles, advocated by some, are ignored or even opposed by others. Little has been written attempting to find areas of agreement and disagreement across these major documents, much less the strength of the consensus. This paper attempts to address this deficiency by exploring how the NCTAF principles concerning preservice teacher education can serve as a point of departure for this sort of analysis. The purpose of this paper, therefore, is to compare the principles from the NCTAF reports to eight other education reform documents in order to

determine which principles receive the most and least consensus.

Methodology

The specific principles which were used come from the first and second NCTAF reports. Although the two reports deal with both the conditions for preservice teacher education and ongoing professional development for experienced teachers, this paper focuses only on those proposals which target preservice teacher education. In "What Matters Most: Teaching For America's Future" (1996), the second major recommendation, "reinvent teacher preparation and professional development," contains a section on organizing teacher education and professional development programs around standards for students and teachers. Eight standards are highlighted in this section, each of which contains specific suggestions for improving the curriculum content of preservice teacher education (pp. 76-77). The next section focuses on structural aspects, namely, developing "extended teacher preparation programs to provide a yearlong internship in professional development school" (p. 77). For analytic and comparative purposes, we created two categories from this recommendation: extended programs and professional development schools.

"Doing What Matters Most: Investing in Quality Teaching" (1997), also contains suggestions for the reform of teacher education. These recommendations are supported by NCTAF's study of seven exemplary teacher education programs. The features which distinguish these programs and which enable "graduates of these programs to develop pedagogical skills that enable them to teach the challenging material envisioned by new subject matter standards aimed at higher levels of performance and greater understanding" (p. 30), are organized into eight categories. Three of these categories were redundant with recommendations in the first report and therefore, eliminated. These recommendations were: (1) "a curriculum grounded in substantial knowledge of child and adolescent development"; (2) "extended clinical experiences"; and (3) "well-defined standards of practice and performance" (p. 30).

Two of the recommendations, however, were previously unaddressed and, therefore, added to the common set of principles: (1) "a common clear vision of good teaching that is

apparent in all coursework and clinical experiences" and (2) "extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice" (p. 30). This last recommendation was broken down into its two component parts: authentic pedagogy and performance-based assessment. From these two documents, six major principles were identified as the basis for determining degrees of consensus across other reform documents. The "Standards" Principle contains eight discrete categories. (See Table I).

Following the identification of these core principles, each of the other eight documents were analyzed to determine the degree of agreement or disagreement with each principle. A rubric was developed for this purpose (see Appendix A). One of seven possible scores was assigned for each document ranging from *3 to -3*. A *3* indicates strong agreement with the principle, a *2* moderate agreement, and a *1* weak agreement. A *0* indicates a neutral position or the fact that the principle was unaddressed by the document. Negative scores would indicate degrees of disagreement, with a *-3* suggesting the strongest state of disagreement. Specific indicators were used to characterize each category. For example, a score of *3* is assigned, if the document meets at least one of the following characteristics: (a) the document explicitly stresses this principle throughout the document; (b) if there is a set of principles outlined in the document, this principle has a designated category; (c) significant elaboration and support is offered for the principle; and (d) the principle is linked to other suggestions outlined in the document. The "moderate and weak agreement" used the same indicators but at increasingly weakened states of consistency and agreement. So, for example, the document earned a score of *1* if it met one of the following characteristics: (a) the document expresses agreement with the principle but the principle receives only brief mention in the document; (b) the principle is not made part of the document's set of principles and is not specifically referenced, as part of the document's own set of principles;

TABLE I: NCTAF Teacher Education Reform Principles

I. **Vision**: The (teacher education) program reflects a common, clear vision of good teaching that is apparent in all coursework and clinical experiences.

II. **Content Standards**: The Program Emphasizes

a. strong disciplinary preparation that incorporates an understanding of a discipline's core concepts, structure, and tools of inquiry as a foundation for subject matter pedagogy

b. learning and development, including strategies for responding to different stages and pathways for learning

c. knowledge about curriculum and assessment design as a basis for analyzing and responding to student learning

d. knowledge about how to help special needs students and address learning differences and disabilities.

e. multicultural competence for working in a range of settings with diverse learners

f. collaboration with colleagues and parents

g. technological skills for supporting student learning and professional learning in the information age.

h. reflection and inquiry as a means to continually evaluate and improve teaching.

III. **Extended Program**: The program adds an additional year or two of graduate level preparation beyond the traditional four year degree.

IV. **Professional Development Schools**: Professional development schools are developed to provide high quality clinical learning opportunities in schools

V. **Authentic Pedagogy**: The program uses innovative pedagogical strategies to assure that learning is applied to real problems of practice

VI. **Performance-based Assessment**: The program uses performance-based assessments which evaluate what teachers know and should be able to do.

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however, the principle is conceptually consistent, and/or inferentially tied to the principles; (c) weak support and little or no elaboration is offered for the principle; and (d) the principle is not linked to other suggestions in the document. The characteristics of the negative scores, indicating degrees of disagreement, would follow a similar pattern. Strength of disagreement would be assessed according to how explicit the disapproval was, how much elaboration and support was offered in support of the disagreement, how strongly linked the disagreement was to other suggestions in the document, and the degree to which a counterprinciple was expressed and supported.

The authors separately rated and compared their scores on the recommendations in the documents. Inter-rater reliability was 60%, indicating agreement on 63 of the 104 cells. Of the 41 disagreements, only six were more than one point apart and, of these six, only one had a difference in directionality. Five of these six disagreements were in one reform document. We discovered that we were using different materials as the basis for our ratings. Once we agreed to use only official materials of the organization, and not member examples (which were not necessarily reflections of the organization's standards), the disagreements were resolved. We were also able to reach consensus on each of the other 35 cells. Discussion indicated that there were three reasons for the initial discrepancies in ratings: overlooking reference to the principle in the text (3 cases); misinterpretation or misapplication of the rubric (14 cases); and misinterpretation of language in the documents (18 instances).

The eight reform proposals which were analyzed in addition to the NCTAF reports represent the major commission and national organization reports published since A Nation at Risk (1983) began the current wave of reform. All the documents focus explicitly on the reform of preservice teacher education and, at various times, have been at the center of the teacher education reform debate. As is evident from the following, like the NCTAF reports, their recommendations often go beyond initial teacher education. Appendix B more fully describes those groups, documents, and recommendations, which are briefly summarized here.

- The Carnegie Forum on Education and the Economy, published A Nation Prepared: Teachers for the 21st Century (1986), which recommended major educational policy changes, including the creation of a National Board for Professional Teaching Standards and a bachelors degree prerequisite for teacher preparation.

- The Holmes Group, a consortium of deans of education, published Tomorrow's Teachers (1986), Tomorrow's Schools (1990), and Tomorrow's Schools of Education (1995), a trilogy of reform proposals whose recommendations include more rigorous standards and curriculum, career ladders, professional development schools, and greater collaboration between schools of education and public schools.

- The National Center for Educational Renewal, under the leadership of John Goodlad, supports nineteen postulates for re-designed teacher education programs which cover institutional commitment, vision, admission standards, curriculum content, pedagogical modeling, the relationship between theory and practice, state relations, and licensing standards.

- The National Commission for Excellence in Teacher Education published A Call for Change in Teacher Education (1985). The report of the commission, which was proposed and initiated by the American Association of Colleges for Teacher Education, highlights five themes: teacher supply and demand, content of teacher education programs, accountability for teacher education, resource requirements, and conditions to support quality teaching.

- The National Council for the Accreditation of Teacher Education, an independent accrediting agency, has 20 standards and 69 indicators within four categories to guide its accreditation function: judging the quality of schools, colleges and departments of education that are responsible for the preparation of teachers. The four categories in the 1995 revised standards are: the Design of Professional Education, Students, Faculty and Governance.

- Project 30 Alliance brings together faculty in Arts and Sciences and Education faculty. The primary focus is to strengthen the articulation between subject matter areas and pedagogical study to help increase the "competence and authority of teachers." The five major themes are: a firm grasp of the subject matter they teach; a well-rounded liberal education; a firm grasp of pedagogical content knowledge; a curriculum emphasizing race, gender, ethnicity, and cultural perspective; and the recruitment and retention of minority candidates.

- The Renaissance Group an association of universities, focuses on maintaining quality teacher preparation programs and helping to develop national policies affecting teacher education. The group's work revolves around twelve guiding principles which include campus support and responsibility, curriculum integration, standards, diversity, field experiences, faculty, and the role of the state.

- The Teacher Education Initiative is a School-University-Association Partnership sponsored by the National Education Association. This national network has been established to restructure the professional preparation of teachers and is organized around nine guiding principles: partnership, leadership roles, evaluation and dissemination, professional preparation and development, teaching and learning, systemic change (internal and external), technology, and equity and diversity.

In addition to these reform documents produced by organizations and commissions, we have included four additional studies and reform proposals from this time period in the discussion section of this paper. Those documents are Howey and Zimpher's (1989) Profiles of Preservice Teacher Education, the Final Report of the National Center for Research on Teacher Learning (1991), Tom's (1997) Redesigning Teacher Education, and Kennedy's (1998), Learning to Teach Writing: Does Teacher Education Make a Difference? These four were selected because, although a

thorough review of the research is beyond the scope of this paper, they are considered to be authoritative sources within the field and present arguments, often supported by strong empirical evidence, which directly bear on the core reform principles.

Findings

Table II provides a matrix of each document's "agreement score" with each NCTAF principle. As indicated, these scores were determined by the criteria contained in the rubric previously described. In addition, statistical output was computed, showing the mean score of each principle across all of the documents as well as the standard deviations and the minimum and maximum score. The statistical output table is shown in Table III.

TABLE II: Matrix Of Consensus Among Reform Proposals

	NCTAF	Carnegie	Holmes	NCETE	Project 30	Renais-sance	NCER	NCATE	NEA
VISION	3	1	3	2	0	0	3	3	2
STANDARDS									
discipline prep	3	3	3	3	3	3	2	3	1
learning&dev	3	1	3	3	2	0	2	3	2
curric&assess	3	1	3	2	2	0	3	3	3
special needs	3	1	3	0	0	0	2	3	3
multicultural	3	2	3	1	3	3	2	3	3
collaboration	3	0	3	0	0	0	2	3	2
technology	3	2	2	2	0	0	0	3	3
reflection	3	1	3	0	1	0	3	3	3
EXTENDED	3	3	3	3	0	0	0	0	0
PDS	3	2	3	0	0	0	3	0	2
PEDAGOGY	3	1	3	2	3	0	3	3	3
PER ASSESS	3	3	2	3	0	0	1	3	3

The highest levels of support were found for disciplinary preparation ("The program includes strong disciplinary preparation that incorporates an understanding of a discipline's core concepts, structure, and tools of inquiry as a foundation for subject matter pedagogy"). This

principle not only contained the highest mean score (2.67) but also the lowest standard deviation (.71). Seven of the nine documents received a rating of *3* on this principle. High levels of support were also found for multicultural competence ("The program emphasizes multicultural competence for working in a range of settings with diverse learners") which rated a mean score 2.56, standard deviation .73; Six of the nine documents received a rating of *3* for this variable.

By contrast, the lowest level of consensus was found for the extended programs principle ("The program adds an additional year or two of graduate level preparation beyond the traditional four year undergraduate degree"). The mean score for this variable was 1.33. In addition the standard deviation for this principle was 1.58, which was higher than for any other variable. The recommendation for extended programs elicited the most striking dichotomy of opinions. The data reveals that while this principle received four ratings of *3*, it also received 5 ratings of *0*. This finding suggests that while the recommendation to extend programs was frequently unaddressed by the set of documents, when it was addressed, it was met with strong agreement. Other proposals, however, which were not included in this study but referred to in the discussion section (NCRTL, 1991; Tom, 1997) disagree with this principle.

Table III: Means and standard deviations for each principle

Principle	*mean*	*standard deviation*
disciplinary prep.	2.67	.71
multiculturalism	2.56	.73
pedagogy	2.33	1.12
curriculum & assess.	2.22	1.09
learning & develop.	2.11	1.05
performance assess	2.00	1.32
vision	1.89	1.27
reflection	1.89	1.36
technology	1.67	1.32
special needs students	1.67	1.41
collaboration	1.44	1.42
PDS	1.44	1.42
extended program	1.33	1.58

Other principles that had low means scores (1.44) and high standard deviations (1.42) were "collaboration with colleagues and parents" and "professional development schools." However, these scores are due more to the omission of these principles, rather than weak support or opposition. These two principles earned a score of *0* (indicating lack of treatment or a neutral position) more than any of the other proposals except for extended programs. Both collaboration and PDS appeared as a *0"*four times. Frequent omission might signal that a principle is not considered to be a central priority for reforming teacher education or that, by omission, it is being silently opposed. This latter explanation is more probable for the structural recommendations (extended programs and PDSs) since they have direct mission and resource consequences for institutions. It is also worth noting that although the term PDS is not in the official NCATE accreditation standards, NCATE as an organization is sponsoring the development of PDS standards. This suggests that support for professional development schools may be more widespread than is evident in our statistical analysis.

In summary, then, the statistical patterns which appear relevant to this study show:

- The strongest support and consensus are for disciplinary preparation and multicultural competence.
- The greatest degree of variance of any of the proposals is for extended programs.
- The weakest support and consensus are for extended programs, collaboration, and PDS which were left unaddressed by about half of the documents.

Discussion

The following section discusses four specific recommendations in more detail. Multicultural emphasis, disciplinary preparation, and performance assessment, are discussed with special focus on the nature of the consensus and the type of support offered for these proposals by a variety of documents. Multicultural emphasis and disciplinary preparation were chosen for discussion because they are the ones which generate the most consensus. While not the most strongly supported in terms of mean levels of support, performance assessment did receive a rating of *3* from at least half

of the documents. Understanding the nature of consensus around the principles and the ways in which agreement is expressed in the documents can help future reform proposals build on, study and implement, rather than merely reiterate, those principles. The principle with the least consensus, extended programs, is then discussed with special focus on the nature of the debate and the most common arguments for and against extending the length of programs. Attending to arguments on both sides of the debate illuminates questions which need to be resolved through further inquiry and empirical study.

Disciplinary preparation

Strong disciplinary preparation (that incorporates an understanding of a discipline's core concepts, structure, and tools of inquiry as a foundation for subject matter pedagogy) reflects the strongest positive consensus across most of the documents. The mean score for this proposal was 2.67 and seven out of the nine documents rate it as a *3*. Both the Holmes Group and the Carnegie Forum stress the importance of in-depth subject matter preparation to prepare competent and knowledgeable teachers.

The Carnegie Forum points out the concern that today's teachers, especially elementary school teachers, have a thin understanding of the subject matter they teach. Undergraduate programs, they believe, have done an inadequate job of creating academically demanding undergraduate programs. The solution, they claim, would be an emphasis on standards that would strengthen undergraduate programs. These standards ought to help universities construct undergraduate majors with the needs of teachers in mind. For example, physics courses ought to be constructed not just for the preparation of future physicists but for the knowledge needs of future teachers. This notion, that undergraduate reform and higher academic standards are necessary, is also dealt with thoroughly by the Holmes Group (1986) who urge universities to take several steps to strengthen education in academic subject areas: (1) the undergraduate curriculum should be revised to assure that teachers study their subject areas with teachers who model exemplary teaching; and (2) academic course requirements should be organized so that students gain a sense of

the intellectual structure of their discipline (Holmes, 1986, p. 16).

The Renaissance Group takes a similar tack. Of the twelve principles outlined in their charter, one of the principles claims that "the academic preparation of teachers should include a rigorous general education program, in-depth subject matter preparation, and both general and content-specific preparation in teaching methodology" (Renaissance Group, 1996, p. 1). In support of this principle, the Renaissance Group points to member universities restructuring their teacher education programs to include additional subject matter preparation. For example, at one member institution, teacher education students are now required to take an additional 18 hours of general studies beyond the regular university requirements and have an academic major outside of teacher education in a certifiable area.

Other reports, however, pay more attention to the quality of subject matter preparation and urge articulation between the methods used to teach subject matter and the way teachers tend to learn it. The NCETE (1985) document, for instance, says that teacher education programs should be an intellectually challenging integration of liberal studies, professional education, and subject specializations from which K-12 curriculum are drawn. NCATE has a new standard that emphasizes curriculum integration. These proposals resist the notion that more academic rigor alone is necessary and suggest a more critical acceptance of the need for disciplinary preparation. This orientation to disciplinary knowledge--that while disciplinary preparation is extremely important, simply requiring more subject matter preparation without addressing the unique ways teachers come to learn this subject matter--is shared by Goodlad (1990), Howey and Zimpher (1989), Kennedy (1998), NCRTL (1991), and Project 30 (1991). The NCRTL study most clearly identifies the dilemma: Teachers need explicit disciplinary focus, but few positive results can be expected by requiring teachers to major in an academic subject. That is, teachers must study their subject matter and their subject matter pedagogy in order to be effective. In those teacher education programs studied by the NCRTL, those which focused particular attention on the subject matter significantly changed teachers' understanding of the subject matter, their notions of pedagogy, and their

dispositions related to teaching that subject matter. However, teachers' exposure to the subject matter needs to be rooted in the underlying meanings and connections inherent in the discipline. Those programs which emphasize the underlying nature of the subject matter and not simply the memorization of a set of discrete facts, more often result in knowledgeable, dynamic teachers (NCRTL, 1991, p. 21).

Multicultural Competence

As shown in the findings section, support for the proposition that teacher candidates need to develop the multicultural competence to help them address the needs of diverse learners in a range of settings is nearly as strong as support for disciplinary preparation. The mean score of 2.56 coupled with a low standard deviation of .71 signals that developing multicultural competence now enjoys high levels of positive consensus.

In "What Matters Most: Teaching for America's Future" (NCTAF, 1996), an extensive rationale is provided for the need to focus on multiculturalism in teacher education. This rationale points to the ever-increasing cultural diversity of American society coupled with the pressing need to educate all students to adapt to the needs of technologically complex work roles in the 21st century. NCTAF estimates that by the year 2010, at least a third of the children in the nation will be members of minority groups (NCTAF, 1996, p. 13). These students, many of whom live in high poverty communities, do not presently appear to be gaining the advanced mastery of subject area content , research, and thinking skills necessary to meet the demands of a new economy. The teachers for these students, therefore, need to understand the diverse pathways for learning that these students use to comprehend subject matter. In addition, teachers need knowledge of how students with different language and cultural backgrounds can be supported with a variety of teaching strategies. Finally, the National Commission argues that teachers need to play a central role in the way that schools reorganize themselves to create intensive learning opportunities for diverse students with features such as close, personal relationships and the use of new technologies (p. 13).

The Holmes Group has given some of the most elaborate support for a multicultural

emphasis of any of the documents. Tomorrow's Teachers (1986), which was criticized for a lack of attention to issues of diversity, was succeeded by Tomorrow's Schools (1990) and Tomorrow's Schools of Education (1995) both of which strongly support the notion that diversity, equity and social justice need to be made an integral part of preservice teacher education. The Holmes Group makes some specific recommendations for the types of goals that a multicultural focus in preservice education might include. These are: (1) helping students to grapple with the complex social and political reasons underlying student failure and success, a point brought forward by the NCTAF report; (2) drawing on student diversity to make learning dynamic and interesting for all learners; (3) creating opportunities for teacher candidates to observe and study other cultures, a point also recommended by the Project 30 Alliance; (4) gaining an understanding of different world views; (5) constructing knowledge needed to teach diverse students; and (6) taking part in the effort of schools to break down institutional structures which separate and segregate students.

The empirical study conducted by NCRTE recommends focusing explicitly on how teachers' initial beliefs and commitments influence their understandings about diverse learners. The NCRTE study shows that teachers tend to think of student differences in individual and psychological terms. For them, being fair to students means ignoring categorical differences and being color-blind and gender neutral (NCRTE, 1990, pp. 58-59). In addition, many teacher candidates tend to attribute the reasons for students' success and failure to the students' own ability and background, and not to the teachers' attitudes or pedagogical methods. As a result, NCRTE recommends some specific strategies for raising the multicultural competence of teachers. First, they claim, the issues surrounding multiculturalism cannot be adequately addressed by simply providing teachers with more information about the characteristics of various groups. Instead, programs need to "attempt to help teachers think about issues of language, racial, social, and cultural differences in the context of their classrooms and classroom practices" (p. 59).

A related empirical study (Howey & Zimpher,1989) also found negative consequences of a culturally homogenous teaching population in the face of an increasingly diverse student body. This

study also points to examples of programs which create effective learning experiences for teachers to better understand models of teaching diverse learners. Howey and Zimpher found that teacher education students tend to be white, middle class, and have limited exposure to cultural diversity. The cultural parochialism of many of these students sharply contrasts with the cultural diversity of our schools and leaves many teachers unequipped to focus on issues of equity and at-risk students. In their study, however, Howey and Zimpher did find some programs which effectively incorporated multicultural perspectives.

The other reform proposals have also designated multicultural competence as a central principle. The Project 30 Alliance for example, designates "international, cultural, and other human perspectives" as one of their five guiding principles. Teachers, they believe, need in-depth knowledge of the nations, languages, and cultures as well as opportunities to conduct scholarship on issues of race, gender, ethnicity, and cultural perspective. The Teacher Education Initiative of the NEA devotes one of its nine principles to the promotion of equity and diversity in curriculum, staff, and student population. The Renaissance Group expresses a similar goal: teacher education programs need to reflect American diversity and prepare graduates to teach in a pluralistic and multicultural society. And the new NCATE standards have been explicitly revised with an eye toward strengthening multicultural perspectives and commitments.

Performance Assessment

Five of the nine documents received a rating of *3* for this principle, suggesting strong support for the notion that teachers ought to be assessed based on their demonstrated mastery of teaching skills. The underlying rationale for the use of performance assessment speaks to the insufficiency of standardized tests of subject matter and pedagogical knowledge to adequately predict how a teacher will actually perform in the classroom. An important feature distinguishing performance assessments is their specification of what teachers ought to know and be able to do (NCTAF, 1996). Rather than assessing teachers based on decontextualized factors, such as their accumulated hours of coursework and student teaching or their performance on multiple choice test

items, performance-based assessments target the depth of teachers knowledge, skills, and dispositions through contextualized assessment of their competencies. The NCTAF report points to the work of the New Teacher Assessment and Support Consortium (INTASC) as taking the lead in creating performance-based portfolio assessments which help "create a licensing process that both identifies competence and shapes preparation and practice in ways that will ultimately support student learning more powerfully" (NCTAF, 1996, p. 73).

Support for performance assessments emerged, however, long before the work of NCTAF and INTASC. The Carnegie report (1986) dealt extensively with the rationale for a National Board for Professional Teaching Standards which now establishes national standards for teaching competence and issues certificates to candidates who have met those standards. The assessment techniques needed to assess mastery of these standards, Carnegie argues, would need to use formal observation techniques as well as observations of the candidate's actual teaching. To date, the National Board for Professionalizing Teaching Standards (NBPTS) has issued "board certification" to hundreds of teachers, and has taken an active role in developing innovative forms of performance assessments and publishing informational material such as how teaching portfolios are evaluated.

Recent policy-oriented documents' treatment of assessment issues suggest that performance-based assessments have gained widespread acceptance as tools for judging a candidate's competency. For example, the National Council for Accreditation of Teacher Education (NCATE), which sets standards and oversees accountability for teacher education programs, suggests that authentic, performance-based assessments ought to be used throughout a candidate's program and be tied to systematic procedures and timelines (NCATE, 1995, p. 22). NCATE offers specific recommendations for the types of data sources which should be used to assess candidate's progress, some of which are traditional measures used by teacher education programs, such as grade point average and faculty recommendations. The central concern, however, lies in the candidate's ability to demonstrate her competence in academic and professional work. The use of portfolios, performance assessments, and research and concept papers should, therefore, be used as

important sources of data which place the assessment of student learning in as authentic and meaningful a context as possible.

Despite the appeal of performance-based assessments, the rise of state initiated assessment reforms in recent years have not always been driven by the same impulse. That is, the instances of assessment reform based on basic skills and a common core of knowledge express a very different notion of essential teacher knowledge and the means to assess such knowledge than the premises of performance assessment. If teacher competency is based on their knowledge of discrete, decontextualized facts rather than on successful demonstration of teaching competencies, then standardized tests are likely to remain the preferred tool for assessment. If, however, assessment standards are to be based on the complex levels of understanding which teachers need to attend to students' understandings, manage classrooms, and conduct meaningful discussions, then performance assessments seem the preferable option. Clearly, teacher candidates need clear consistent messages regarding the nature of their assessment and the educational priorities that the use of particular assessments imply. The divergence of many recent state assessment reforms with the principles of performance assessment may lead to confusion and fragmentation in assessment practices for preservice teachers.

Extended programs

Whether or not teacher education ought to require an additional year or two of graduate level preparation beyond the traditional four year undergraduate degree resulted in the greatest variance of opinions. No middle ground was found on this matter. With the lowest overall mean rating of 1.33, over half of the documents (five) received a *0*, but all the remaining documents received a *3*. Furthermore, an analysis of some of the supporting studies used in this section, such as Tom (1997) and NCRTE (1991) suggest that the arguments in favor of extending teacher preparation are countered by a variety of other proposals which recommend conceiving teacher education as a four year long enterprise.

Both the Holmes Group and the Carnegie Forum reports, which set the terms for the initial

debate for teacher education in 1986, recommended the abolition of the undergraduate education major and the concentration of teacher education at the graduate level. Both documents claim that teachers need adequate time to study their subjects deeply before engaging in pedagogical study. Tomorrow's Teachers (1986) points to the general weakness of teacher preparation in their subject areas, a problem particularly acute for elementary teachers: "These teachers are certified to teach all things to all children. But few of them know much about anything, because they are required to know a little of everything. No wonder so many pupils arrive in high school so weak in so many subjects," (p. 14). However, for Holmes, the elimination of the undergraduate education major would only begin to solve the problem. The entire undergraduate curriculum needs to be revised in several important ways. Students need to study with teachers who model exemplary teaching practices and students need learning experiences which engage them in the intellectual structure of the disciplines. The Carnegie Forum adopts a very similar approach. A major component of the Carnegie Forum's plan for professionalizing teaching includes the outright abolition of the undergraduate education major. Instead, students would be required to obtain a bachelor's degree in the arts and sciences prior to the professional study of teaching. Pedagogical coursework would therefore be concentrated at the graduate level where students would work towards a Master of Arts in Teaching as they experience a set of internships and residencies in schools. As with the Holmes Group, the Carnegie Forum presses for the dramatic revision of the undergraduate curriculum so students will come to graduate preparation with substantive understandings of the subjects they teach.

Proposals to lengthen the period of time students spend preparing to be teachers has gained currency from other sources as well. Howey and Zimpher (1989), do not specifically suggest that a fifth year of graduate study should be required (as do the commission reports). However, they do recommend that programs include "adequate life space" (p. 251) within the curriculum. That is, they found that students need adequate time over long periods to assimilate new learnings and abilities. In order for students to engage in key concepts and to revisit these concepts in meaningful

ways over time, "extended periods of action and reflection are necessary" (p. 251). Howey and Zimpher avoid specifying how much time is necessary to provide this "life space"; however they do strongly argue against inadequate time. They specifically resist the compression, or shortening of teacher education curriculum: "The long standing but rarely achieved value of inquiring and reflective teachers seems antithetical to a compressed curriculum" (p. 251).

Other documents studied do not specifically focus on the wisdom of extended versus compressed programming per se, but instead imply disagreement throughout other principles the documents highlight. For example, the NCRTL study takes issue with one of the main precepts for extending programs - that is, that students need a solid foundation in an academic subject prior to professional study. In fact, their study shows, majoring in an academic subject does not, in and of itself, guarantee that students will have acquired the knowledge they need to teach their subject. Rather, teacher knowledge is enhanced when they are given the chance to reason about their subject and not just accept what they are told from their professors. Therefore the quality of their learning experiences seems to matter significantly more than the amount of time they spend engaged in it. Furthermore, in their study of both four and five year programs, the NCRTL found quality examples of both types. The important variable seemed to be, not the length of the program, but rather the commitment the programs demonstrated toward helping teacher candidates integrate different kinds of knowledge. This finding leads NCRTL to conclude that "you can't judge a program by its structure" (NCRTL, 1991, p. 64).

The strongest opposition to extended programs comes from Tom (1997) whose principle--"compressed programming"--expresses a definitive counter-principle to the notion of extended programs. Tom believes that teacher education programs ought to be short and intense. He disputes what he calls the gradualist assumption that professional course work needs to be spread out over several years. This assumption generally places the student teaching experience at the end of a sequence of coursework. Step by step approaches, he believes "fail to stimulate the imagination (because) the ultimate goal of becoming a real teacher perpetually is just beyond the horizon" (Tom,

1997, p. 131). Tom recommends introducing novice teachers to the profession not through survey courses (which are often bland), but rather by immediate and intense involvement in a school settings. This experience might initiate a single year of professional study which integrates coursework and clinical experience and encourages students to "integrate the conceptual, affective, and skill aspects of teaching" all at the same time (p. 133). In addition, Tom disputes the claim made by Howey and Zimpher that compressed programming hinders reflective development, noting their own admission that this particular claim lacks definitive empirical data. Tom claims that reflective habits will be encouraged by responding to novice teachers' initial impulse to teach by creating a short, intense, rigorous experience for them. This experience, he claims, more closely mirrors the real life of classroom teachers. A compressed program would enable novice teachers to experience the demands of teaching in more profound ways than the traditional gradualist model allows.

Conclusion

The recognition of areas of agreement and disagreement among teacher education reform documents ought to serve an important role for researchers and educators who will, to be sure, continue to formulate sets of propositions for improving teacher education. The lack of recognition by most documents of other studies and reports which either replicate their findings, or contradict them, limit areas of articulation and prevent the collaborative spirit necessary to develop a unified and commonly accepted knowledge base for teacher education programs to strive for. Ironically, the spirit of teamwork and common mission which many of these documents stress as an important mission of teacher education programs has, to this point, not been reflected in the way individual proposals weigh their own recommendations in terms of other similar proposals.

Further investigation might benefit by paying close attention to areas of agreement and disagreement and the reasons behind commonality and discord. The prevalence of strong opinions both in favor and opposed to extended programs help focus special attention on this matter. Should teachers be required to complete a full undergraduate curriculum before any professional

coursework? Can undergraduate programs be revised to include both quality subject matter and pedagogical preparation? Should, as Tom suggests, programs be compressed to encompass a year of intense professional preparation? How can future empirical studies be designed to help us understand how long a program should be? What is an adequate amount of "life space" for teacher candidates? These types of provocative questions emerge from the debate over extended programs. However, if future studies refuse to acknowledge the degree of discord over this matter, then we will likely be left with a confusing set of unrelated proposals rather than a well-articulated debate which honors, and seeks to build on, the prior work of other scholars.

In addition, the omission of certain proposals from much of the reform literature, such as the frequent omission of collaboration as a central principle, may need special attention by future work. Why have these proposals been largely omitted? Are they irrelevant to the success of teacher education programs, or are they in fact most relevant but waiting to be explored in more depth? Attention to proposals which have been explored by some documents but ignored by others should prove to be fertile ground for further efforts to identify new and uncharted components of quality teacher education programs. For instance, the NCTAF reports did not focus attention on certain types of recommendations such as institutional commitments, the role of the state, or the moral and ethical dimensions of teaching. Therefore, these principles, although present in some of the eight reform documents, are omitted from consideration in this paper. That does not mean, however, that they are irrelevant or less important, only that, for the moment, they are less central to current debates. Unless reformers carefully attend to silences, as well as degrees of consensus and disagreement in reform proposals, debates about quality teacher education will be impoverished.

By contrast, the recognition of areas of strong consensus, such as multicultural emphasis and pedagogically-informed disciplinary study, should help avoid needless redundancy of commonly held principles. Future work could then focus on ensuring that these principles were empirically and theoretically grounded, advocating for supportive institutional and social policies, and developing systemic approaches and commitments to teacher education improvement efforts.

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Appendix A: Rubric for assessing degree of consistency/inconsistency with NCTAF principles

3: strong agreement with the principle

- The document explicitly stresses this principle throughout the document.
- If a set of principles is outlined in the document, this principle has a designated category.
- Significant elaboration and support is offered for the principle.
- The principle is linked to other suggestions outlined in the document.

2: moderate agreement with the principle

- The document expresses agreement with the principle but the principle is not explicitly stressed throughout the entire document.
- If a set of principles is outlined in the document, the principle does not occupy its own category, but is referenced within other principles/suggestions.
- Moderate elaboration and support is offered for the principle.
- The principle is weakly linked to other suggestions in the document.

1: weak agreement with the principle

- The document expresses agreement with the principle but the principle receives only brief mention in the document.
- The principle is not made part of the document's set of principles and is not specifically referenced, as part of the document's own set of principles. However, the principle is conceptually consistent, and/or inferentially tied to the principles.
- Weak support and little or no elaboration is offered for the principle.
- The principle is not linked to other suggestions in the document.

0: neutral

- The document expressed neither agreement nor disagreement with the principle.
- The principle is not treated in the document.
- Limited inferential support may be found both in favor and opposed to the principle, but it cannot be determined what the document's position would be vis-a vis the specific principle.

-1: weak disagreement

- The document expresses disagreement with the principle, but this disagreement is not stressed and receives only brief mention in the document.
- No counterprinciple is offered.
- Weak support and little or no elaboration is offered to support the disagreement.
- Disagreement is weakly linked to other suggestions in the document. However, the disagreement is inferentially linked to the principles the document outlines.

-2: moderate disagreement with the principle

- The document expresses disagreement with the principle, but the disagreement is not explicitly stressed throughout the document.
- No counterprinciple is offered.
- Moderate elaboration/support is offered to support the disagreement.
- Disagreement is linked to other suggestions in the document.

-3: strong disagreement with the principle

- The document expresses explicit disapproval with the principle throughout or explicitly stresses a counterprinciple (e.g. compressed vs. extended programs).
- If a counterprinciple is expressed, this principle occupies a designated category.
- Significant elaboration and support is offered for disagreement with the principle or for the counterprinciple.
- The disagreement or counterprinciple is explicitly linked to other suggestions outlined in the document.

Appendix B: Recommendations in Reform Proposals

I. The National Commission for Excellence in Teacher Education, which was proposed and initiated by the American Association of Colleges for Teacher Education, published A Call for Change in Teacher Education in 1985. The report highlights five themes: teacher supply and demand, content of teacher education programs, accountability for teacher education, resource requirements, and conditions to support quality teaching. Its recommendations are:

1) Admission to and graduation from teacher education programs should be based upon rigorous academic and performance standards.

2) The states, in concert with the federal government, should launch a nationwide campaign to recruit qualified candidates into the teaching profession.

3) Special programs should be developed to attract capable minority teacher candidates.

4) Each teacher education program should be an exacting, intellectually challenging integration of liberal studies, subject specialization from which school curricula are drawn, and content and skills of professional education.

5) Following their completion of a teacher education program and the awarding of a provisional certificate, new teachers should complete an induction period or internship of at least a year's duration for which compensation is provided.

6) States should encourage and assist the development and evaluation of experimental teacher education programs.

7) Certification and program approval standards and decisions should continue to be state responsibilities in consultation with the profession.

8) States should maintain and strictly enforce rigorous standards for program review. Voluntary national accreditation should be strengthened and made to serve as a means for improving teacher education.

9) Teacher education programs should continue to be located in colleges and universities.

10) Sufficient resources must be assigned to teacher education to provide thorough, rigorous programs.

11) Federal and state governments should provide support and encouragement for the further development, dissemination, and use of research information in education and teacher education.

12) A National Academy for Teacher Education should be established, to which promising teacher educators could be nominated for postgraduate traineeships.

13) Teachers' salaries should be increased at the beginning of and throughout their careers to levels commensurate with other professions requiring comparable training and expertise.

14) Teachers' responsibilities and working conditions should be commensurate with the requirements of the job.

15) Teachers should be provided professional development opportunities and incentives so that they can consistently improve their practice.

16) Administrator preparation should be extended, focusing on instructional leadership and on the creation of conditions for professional practice for teachers.

II. The Carnegie Forum on Education and the Economy, in A Nation Prepared: Teachers for the 21st Century (1986), recommended some major educational policy changes. These included:

1) Creating a National Board for Professional Teaching Standards to establish high standards for teachers and oversee the certification of teachers who meet those standards;

2) Restructuring schools to provide a professional environment for teaching;

3) Restructuring the teaching force, adding the category of "lead teacher" to designate a higher level of professional accomplishment;

4) Requiring a bachelors degree as a prerequisite for teacher preparation;

5) Developing a rigorous graduate level curriculum leading to a Master in Teaching degree;

6) Preparing minority students for teaching careers;

7) Providing schools with necessary resources; and

8) Raising teachers salaries and enhancing teachers career opportunities.

III. The Holmes Group:

A. Tomorrow's Teachers (1986) is written by a commission of deans of Schools of Education and is based on five goals geared toward the reform of teacher education:

1) To make the education of teachers intellectually more solid. Proposals are offered to enable teachers to gain a greater command of their subject matter and the pedagogical skill needed to teach them;

2) To recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work. A career ladder is proposed to differentiate between novice and high level professionals;

3) To create standards of entry into the profession--examinations and educational requirements--that are professionally relevant and intellectually defensible;

4) To connect our institutions to our schools by establishing professional development schools; and

5) To make schools better places for teachers to work and learn. Proposals

include less bureaucracy, more professional autonomy, and leadership roles for teachers.

B. Tomorrow's Schools: Principles for the design of Professional Development Schools (1990) elaborates on the notion of the professional development school and details six principles for how PDSs should be organized. These are:

1) PDSs need to emphasize teaching and learning for understanding, a focus which will require an overhaul of the curriculum and instruction practices in most schools;

2) PDSs need to help create a learning community;

3) PDSs need to help overcome educational and social barriers for disadvantaged students;

4) PDSs need to create ongoing learning opportunities for teachers and teacher educators;

5) Inquiry, reflection, and research ought to characterize the professional lives of those working in a PDS; and

6) New organizations and bureaucratic structures need to be invented to support the creation of quality PDSs.

C. Tomorrow's Schools of Education (1995) proposes specific reforms for Colleges of Education. These include

1) Designing a new curriculum which focuses on the learning needs of educators across their careers;

2) Developing a new faculty capable of effective collaboration with public school teachers;

3) Recruiting and retaining a culturally diverse student body and preparing these students for leadership positions;

4) Creating new locations for much of their work in the form of professional development schools; and

5) Building a new set of connections to those they serve by joining other education schools in an interconnecting set of networks at the local, state, regional, and national levels.

IV. John Goodlad's Teachers for our Nation's Schools (1990) puts forth nineteen postulates meant to serve as guideposts for re-designed teacher education programs. These include:

1) Teacher education programs should be viewed as a major responsibility to society and should receive adequate support from their institution;

2) Teacher education programs should receive as much status within their institutions as other university programs;

3) The organizational structure and decision-making authority for teacher education programs ought to be put on par with other professional schools;

4) There ought to be a clearly defined group of academic and clinical faculty for whom teacher education is a top priority;

5) This faculty ought to have a clear conception of the aims of schooling and the role of school in society;

6) Admission to teacher education programs must be made more competitive and should seek out those candidates who are committed to the moral and ethical dimensions of teaching;

7) Programs must stress the development of literacy and critical thinking abilities in teacher candidates;

8) Teacher education candidates ought to have opportunities to inquire into the nature of knowledge and its teaching;

9) Teacher education programs should help teacher candidates to move beyond "self-orientation" to a state of "other orientation";

10) Teacher education programs ought to model the type of conditions for learning desirable for public school classrooms;

11) Teacher education programs should encourage inquiry into the nature of teaching and schooling;

12) Teacher education programs ought to confront the tension between the rights of special interest group and the need to combat parochialism;

13) Teacher education programs need to confront issues of diversity and equity;

14) Teacher education programs ought to empower teacher candidates with the knowledge needed to change underlying school structures;

15) Teacher education programs should provide a wide variety of laboratory settings for observations and hands-on experiences;

16) Teacher education programs should help teacher candidates negotiate the relationship between practice and theory;

17) Teacher education programs should establish links with graduates of their programs in order to improve and to provide support for beginning teachers;

18) Teacher education programs ought to be free form curricular regulations imposed by the state; and

19) Policies which attempt to ease "supply and demand" pressures within the teaching force by awarding temporary licenses ought to be eliminated.

V. Project 30 Alliance: This organization, composed of approximately thirty colleges and universities from around the nation, attempts to bring together faculty in Arts and Sciences departments with Education faculty to reform preservice teacher education. The primary focus of the Project 30 Alliance is to strengthen the articulation between

subject matter areas and pedagogical study to help increase the "competence and authority of teachers" (Project 30 Alliance, 1991, p.iii). Project 30 has identifies five themes necessary to support teacher education and the overall development of the teaching profession. These themes are:

1) Teachers need to have a firm grasp of the subject matter they teach;

2) Teachers ought to have a well-rounded liberal education;

3) Teachers need a firm grasp of pedagogical content knowledge - that is, the knowledge necessary to translate their subject matter understanding into meaningful instructional activities;

4) Teachers need to study within a curriculum emphasizing race, gender, ethnicity, and cultural perspective; and

5) Teacher education programs need to recruit and retain minority candidates.

VI. The Renaissance Group is a similar association of universities committed to the reform of teacher preparation. The Renaissance Group's focus is on maintaining quality teacher preparation programs and helping to develop national policies affecting teacher education. The group's work revolves around twelve guiding principles. These are:

1) The education of teacher is an all-campus responsibility;

2) Programs for the preparation of teachers thrive in a university culture that values quality teaching;

3) Decisions concerning the education of teachers are the shared responsibility of the university faculty, practitioners, and other related professionals;

4) The initial preparation of teachers is integrated throughout a student's university experience and is not segmented or reserved to the student's final year;

5) The appropriate role of the state is to establish outcome expectations for teacher education graduates; the appropriate role of the university is to determine the curriculum, standards, and internal policies for teacher education programs;

6) Rigorous learning expectations and exit requirements characterize the program;

7) Preparation of teachers includes a rigorous general education program, in-depth subject matter preparation, and both general and content specific preparation in teaching methodology.

8) Teacher education programs reflect American diversity and prepare graduates to teach in a multicultural society;

9) Teacher education incorporates extensive and sequenced field and clinical experiences;

10) Quality teacher education programs have faculty who are active in scholarly and professional activities;

11) The continuing professional development of teachers is the shared responsibility of the university faculty and other education professionals; and

12) Teacher education programs have sufficient support to enact these principles.

VII. NCATE: The National Council for the Accreditation of Teacher Education, an independent accrediting agency, has developed 20 standards and 69 indicators within four categories to guide its accreditation function: judging the quality of schools, colleges and departments of education that are responsible for the preparation of teachers. The four categories in the 1995 revised standards are: the Design of Professional Education, Students, Faculty and Governance. The twenty standards are:

1) The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

2) The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge.

3) The unit ensures that teacher candidates attain academic competence in the content that they plan to teach.

4) The unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.

5) The unit ensures that teacher candidates can integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students.

6) The unit ensures that candidates become more competent as teachers or develop competencies for other professional roles.

7) Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.

8) The unit ensures that field experiences are consistent with the conceptual framework(s), are well-planned and sequences, and are of high quality.

9) The unit collaborates with higher education faculty, school personnel and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.

10) The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

11) The unit recruits, admits, and retains a divers student body.

12) The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.

13) The unit ensures that a candidate's competency to begin his or her

professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.

14) The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.

15) The unit recruits, hires, and retains a diverse higher education faculty.

16) The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

17) The unit ensures that there are systemic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

18) The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

19) Support for professional development is at least at the level of other units in the institution.

20) The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.

VIII. NEA: The Teacher Education Initiative is a School-University-Association Partnership sponsored by the National Education Association. This national network has been established to restructure the professional preparation of teachers and is organized around nine guiding principles:

1) Partnerships: collaborative relationships among educators in PreK-12 schools, institutions of higher education, and other stakeholders for the purposes of educational renewal.

2) Leadership Roles: expanded roles of school and university educators and other stakeholders, which might include:
   a. the involvement of school-based educators as researchers, writers, adjunct faculty, and mentors;
   b. the university-based educators taking on new and expanded roles within the schools; and
   c. preparing preservice teachers as leaders and change agents.

3) Evaluation and Dissemination: ongoing reflection on practice, evaluation, action research, assessment, documentation, and contributions to the professional knowledge base.

4) Professional Preparation and Development: coherent program that includes extended ongoing clinical experiences, strong curriculum base, mentoring, and support for beginning teachers and professional development for school/university educators.

5) Teaching and Learning: linked to student outcomes, student needs, and authentic/alternative assessment.

6) Systemic Change-External: involvement in programmatic and policy change at the

local, state, and national level (participation in associations, organizations, coalitions, and networks).

7) Systemic Change-Internal: transforming teacher education programs and PreK-12 schools to include changes such as:
   a. a reward structure that includes clinical work,
   b. reallocation of resources (time and money),
   c. strong linkages with the Arts and Science faculty,
   d. innovative delivery of instruction,
   e. stated mission and goals, and
   f. continuous improvement through assessment.

8) Technology: using technology to enhance teaching, learning, and communication with linkages to external technological resources.

9) Equity and Diversity: reflected in curriculum, staff, and student population; teaching and learning affirm and celebrate diversity and promote equity.

IX. The two reports of the National Commission on Teaching and America's Future each five major recommendations. Since the recommendations of the second report are based as studies of teacher education programs, there is some redundancy in recommendations for teacher education programs within the two documents:

A. What Matters Most: Teaching for America's Future (1996)

1) Get serious about standards, for both students and teachers.

2) Reinvent teacher preparation and professional development.

3) Fix teacher recruitment and put qualified teachers in every classroom.

4) Encourage and reward teacher knowledge and skill.

5) Create schools that are organized for student and teacher success.

B. Doing What Matters Most (1997)

1) A common clear vision of good teaching that is apparent in all coursework and clinical experiences.

2) Extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice.

3) A curriculum grounded in substantial knowledge of child and adolescent development

4) Extended clinical experiences

5) Well-defined standards of practice and performance

In addition to these reform documents used in the ratings, we drew up the following documents in the analysis:

I. Howey & Zimpher's Profiles of Preservice Teacher Education: Inquiry into to Nature of Programs (1989) summarized an extensive empirical study of six diverse schools and colleges of education ranging from a small liberal arts college to major research-oriented universities. They provide a detailed analysis of these programs from data obtained through observations and interviews. Their conclusion speaks to characteristics which contribute to effective programs. These characteristics include:

   1) A clear conception of schooling and teaching which is embedded throughout the curriculum of the program;

   2) A faculty committed to innovative programs;

   3) The goals of the program are reasonable and clear in terms of their breadth and complexity;

   4) A program which is rigorous and academically challenging;

   5) Common themes which run throughout the program;

   6) An appropriate blend of knowledge, pedagogical knowledge, and experience;

   7) The use of cohort groups;

   8) Shared ordeals and experiences among members of the cohort;

   9) An interdisciplinary approach to the curriculum;

   10) Extended periods of time for learning and reflection;

   11) An effective laboratory component utilizing information and communication technologies;

   12) Coordination between instructional activities taking place in the university and those taking place in the school;

   13) A connection to research and development into teacher education; and

   14) Plans for systematic program evaluation.

II. The National Center for Research on Teacher Education (1991), based at Michigan State University, conducted empirical research on what teachers need to know and what they can learn from various approaches to teacher education. The Teacher Education and Learning to Teach Study (TELT), completed in 1990, focused on 700 teachers and teacher candidates who participated in 11 approaches to teacher education. Among the findings were:

   1) Majoring in an academic subject area is no guarantee that teachers have the kind of subject matter knowledge they need for teaching;

2) The types of preservice educational experiences which teacher candidates appear to benefit the most from are those which require them to reason about their subject and to test their ideas;

3) The quality of a preservice teacher program is largely a function of the program configuration and the characteristics of students who comprise the program;

4) The content and character of programs tends to have more of a bearing on the quality of the program than the structure of the program.

Mary Kennedy's Learning to Teach Writing: Does Teacher Education Make a Difference? (1998) is largely based on her work as director of the NCRTL. Many of her conclusions, therefore, overlap those already noted in the TELT study. She does, however, offer some specific recommendations for conditions which support teacher learning. These include programs which

1) introduce teachers to a wider array of learning opportunities, including new ideas about the nature of school subject matter and the nature of the task of teaching;

2) view learning as an evolution of ideas rather than an accumulation of them;

3) encourage the formal study of teaching; and

4) encourage the longitudinal study of teacher learning.

III. Alan Tom's Redesigning Teacher Education (1997) also posits a set of principles underscoring quality teacher education programs. He categorizes his recommendations into "principles of conceptual design", that is, those features of a program which require us to "think and discuss in ways which are holistic and cooperative" (Tom, p. 102) and "structural design" or those features which relate to the ways "professional programs are patterned, organized, and staffed" (Tom, p. 129). His conceptual design principles include:

1) Teacher education programs should model the type of teaching it seeks to foster in its candidates;

2) Teacher education programs should emphasize the moral dimension of the teacher's role;

3) The teacher education faculty must make explicit its view of the subject matter and embed that view in professional instruction;

4) Multiculturalism must be emphasized throughout the curriculum; and

5) The program should be continually revised and renewed.

His structural principles include:

1) Teacher education programs should be compressed - that is, short and intense;

2) Teacher candidates should be taught to view teaching with a "pedagogical perspective" - that is, a perspective which concentrates in the decision-making components of teaching;

3) Theory and practice need to be integrated into professional study;

4) Programs should not be staffed by specialty (horizontally) but should instead be staffed by interdisciplinary teams (vertically);

5) Students should be grouped as a cohort and move through the program as a unit;

6) Additional resources should be devoted to support teacher development in their first few years of teaching.